

Teacher Overview Training Manual

High School Half Day

Training Goals:

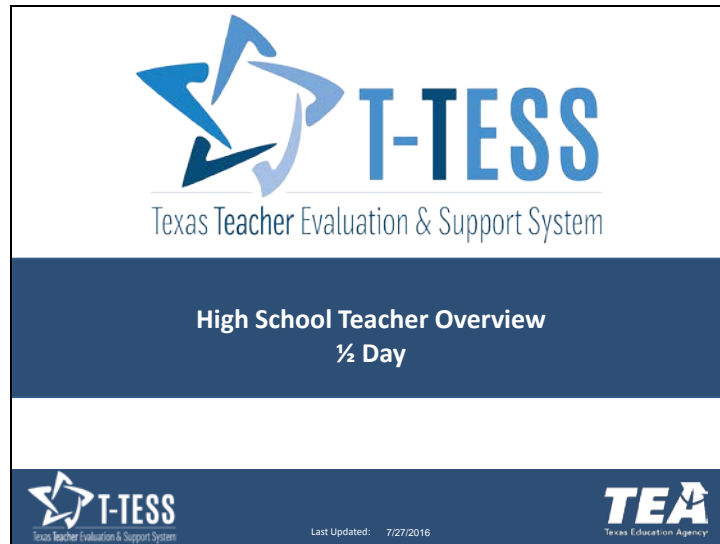
The Teacher will:

- ✓ become familiar with the T-TESS process;
- ✓ begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- ✓ understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.

Texas Teacher Appraisal Training:

- ✓ The training is designed as a seven-hour professional development day.

Slide 1



Start time of 8:00 a.m.

Note: Trainer notes are included in this section and are also provided in the ‘Trainer Notes’ handout.


“Welcome...

The purpose for us meeting today is to collectively learn about the new Texas Teacher Evaluation and Support System.... also known as T-TESS. Our time together is intended to ensure that every one of you (teachers) has a clear understanding about the new system, the implications for teacher evaluations, and how it will support all of us in learning and growing as a school community, to ultimately impact our students’ performance.”

Objectives:

The teachers will:

- become familiar with the T-TESS process;
- begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.



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Emphasize the fact that all teachers will be supported to gain a clear understanding of the rubric and how it applies to their roles and responsibilities with teaching and learning. The focus will be on collecting evidence before, during, and after the lesson and scoring the evidence based on the T-TESS rubric.

“The objectives for today are that each of you will....

- **Become familiar with the T-TESS process to continue improving professional practices as a school community of learners.**
- **Move us from the procedural (step-by-step procedures) to conceptual (understanding T-TESS concepts and connecting and applying them in various situations) knowledge... including how the domains of the T-TESS rubric apply to teachers’ roles and responsibilities.**
- **Recognize and collectively embrace the fact that T-TESS is a research-based process with a strong system of support intended to connect the appraisal system to training and professional development. “**

Slide 3



Start time of 8:05 a.m.

”This video is an introduction to the T-TESS process and will provide some background and context for how the new system was developed and will be implemented. Several members of the steering committee who assisted with the development of the T-TESS process are in the video.”

*Note: The length of the video is approximately 11 minutes.
Share the video.*


Debrief:

Take 2 minutes at your table to discuss the following: “Based on what you saw and heard, what are you gathering about this system?”

Allow participants to share their thoughts, emphasizing that this process is about teacher and student growth and achievement.

It's a Process, not an Event.

- Overview and Introduction
- Public Learners
- T-TESS Experts



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Start time of 8:25 a.m.

Emphasize that just being exposed to the rubric is not sufficient.

“Today is about providing an overview and introduction. All administrators and teachers must go through in-depth practice and training to be fluent in all of its applications and uses.”

“We must embrace the fact that we will be public learners with this process. This means that we will spend additional time studying and applying the rubric in structured professional learning forums beyond today’s session to ensure that we understand it and are applying it as intended.”

“The campus goal is that we’re T-TESS experts and are using the tool to learn and grow as an organization... administrators, teachers, students and other stakeholders.”

Texas Teacher Standards 

- 149.1001 – Purpose: The standards identified in this section are performance standards to be **used to inform the training, appraisal, and professional development of teachers.**

- Six (6) Standards
 - Standard 1: Instructional Planning and Delivery
 - Standard 2: Knowledge of Students and Student Learning
 - Standard 3: Content Knowledge and Expertise
 - Standard 4: Learning Environment
 - Standard 5: Data-Driven Practice
 - Standard 6: Professional Practices and Responsibilities

 Texas Administrative Code, Chapter 149. – Effective June 8, 2014. 5

“Effective June 8, 2014, Texas has new rules regarding Educator Standards. These new Texas Teacher Standards, along with research-based best practices provide the foundation for the T-TESS Rubric. Just like our TEKS for students, these standards define what teachers are supposed to know and be able to do.”


“Chapter 149.1001 clearly states that the purpose of these standards is to inform training, appraisal, and professional development for teachers. Training and professional development, or growth, are the impetus for the new evaluation system.

“This slide provides the categories for each of the standards. We will study these later; however, note the topics for each standard so that you can mentally connect them to the T-TESS Rubric.”

Requirements – Full Appraisal

Requirements
One observation
45 minute minimum (can be conducted in shorter increments based on context)
No requirements for announced versus unannounced
Post conference within 10 business days
Pre-conference is optional in year one, required year two and beyond
Goal-setting and professional development plan*
End-of-year conference as final collaborative meeting*

* Also required for teachers not undergoing full appraisal




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Note: Modify this slide to capture local decisions about number of observations, pre-conferences, etc..

“With the rollout of this new system comes new mind sets....we need to begin thinking about observations as a learning tool, rather than a ‘gotcha’ ...We are learning organizations and should consistently model this as adult learners, as well.”

The Rubric

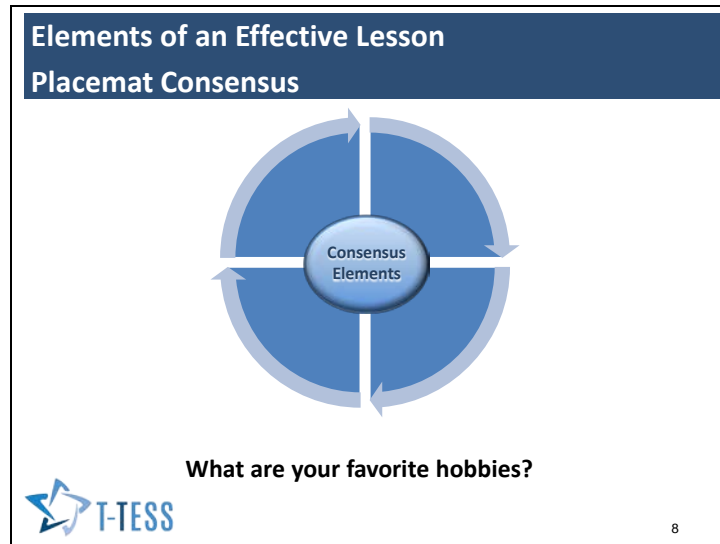
Created by a steering committee comprised of Texas Educators based on best practices, requirements with the new Texas Teacher Standards, and research...



7

“The T-TESS Rubric was created by a steering committee comprised of Texas educators... and developed for Texas educators...to provide effective support, feedback and opportunities for professional growth.”

Slide 8

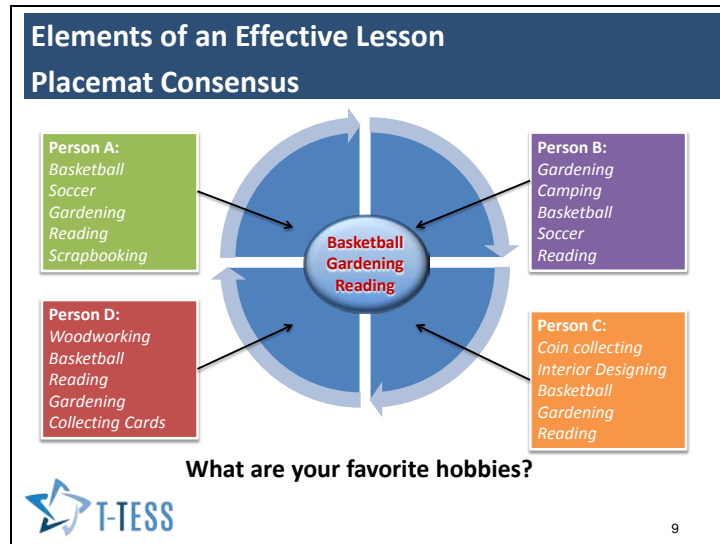


Start time of 8:40 a.m.

Consensus Map: Need chart paper to complete these.

“We will be working together to create team Consensus Maps. We will need four teachers per chart. I’ll model the process before you complete your consensus map.”

(See next slide.)



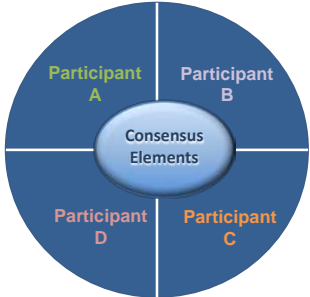
“You will be working in teams of four. Assume this team was asked to identify their favorite hobbies. Each person individually listed their hobbies in the space provided --the consensus elements (Basketball, Gardening and Reading) are written in the middle, since everyone had these.”

We should have four teachers per chart (last team may have less if there are not enough teachers). Each person will take one section of the map to write your responses. Use a different color for each section. ...Are we ready?”


See next slide. These consensus maps will be posted and referred to consistently throughout the training.

Placemat Consensus – 10 Minutes Total!

2 minutes to write individually
3 minutes to talk and reach consensus
5 minutes to debrief



As you reflect upon a recent lesson you observed or delivered that was effective, what occurred during that lesson that led it to be effective?

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‘You will have 10 minutes total to complete the activity.... 2 minutes to write individually,... 3 minutes to talk and reach consensus.... And 5 minutes to debrief.’

“The prompt is as follows: (read the prompt from the slide)....”

Monitor and provide feedback.

Debrief:

“As I walked around the room, it was clear that there were many comments which were seen on multiple charts. Let’s debrief what is in each team’s consensus section.... “



Once each team has shared, follow with two questions for the teachers...

Why this question?: *We want all participants to think about what they believe to be effective teaching....this should be the basis of their understanding of the rubric.*

Why this way?: (Why did we process this way?) *We want to show them that in order for there to be a shared understanding of what good teaching is, they all have to come to a consensus on what that would look like...the rubric will help to formalize this.*

Effective Elements Summary

- Rigorous and measurable goals aligned to state content standards
- Student engagement and interaction
- Alignment of activities and materials throughout lesson
- Student relevancy
- Teacher displays content knowledge
- Numerous checks for mastery
- Teacher asks probing questions to extend learning
- Evidence of student mastery of the objective
- Differentiation

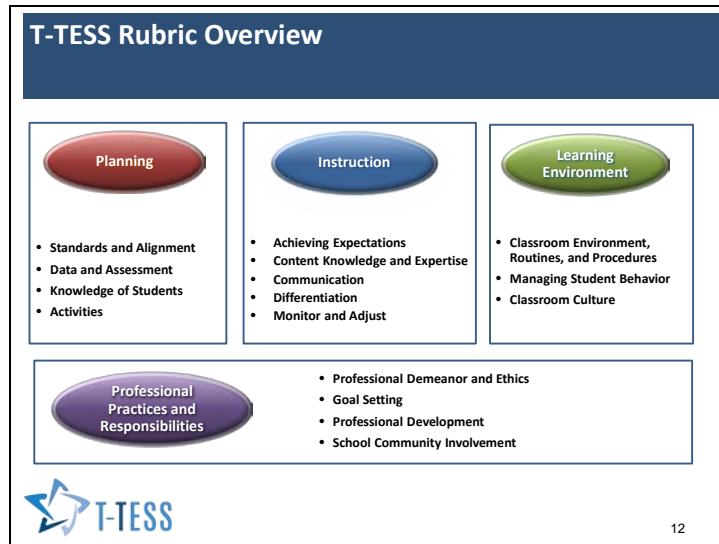


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Make connections to: **“When a lesson is effective, we know it when we see it. But, when “it” is missing key elements, how do we communicate what is missing to someone else? How do we develop the missing skills in others? How do we measure “it”?”**

T-TESS provides us with what “it” is (i.e. what an effective lesson, effective teaching is), the process for building the skills in others, and the tools by which we measure it (T-TESS rubric and the correlating pieces).

There are many effective elements of a good lesson. The goal is creating instructional opportunities, or lessons, where the dimensions come together at higher performance levels.



“The T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions.”

Read each domain and the bulleted dimensions.


T-TESS Rubric

Handout

INSTRUCTION DIMENSION 2.4


The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
(Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D)

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>What the teacher does</p> <ul style="list-style-type: none"> Applies known skills to address multiple or individual student design. Routinely individualizes level of all students. Consistently monitors the quality of student participation and performance. Aligns practice differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Consistently assesses student outcomes or change in practice with ongoing learning and/or end-of-lesson needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Meets known skills to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Proactively assesses student outcomes or change in practice with ongoing learning and/or end-of-lesson needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Meets known skills to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Proactively assesses student outcomes or change in practice with ongoing learning and/or end-of-lesson needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies known skills to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes assesses student outcomes or change in practice with ongoing learning and/or end-of-lesson needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all instruction without regard for differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not regularly assess student outcomes or change in practice with ongoing learning and/or end-of-lesson needs of all students.



Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Classroom Observations
- Work Products
- Classroom Artifacts
- Student Self-Reflection
- Student or Teacher Data


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Start time of 9:00 a.m.

Note: This slide provides an overview of the Rubric's format.

Direct teachers to Teacher Handout #1, indicating that they will be seeing the “Working” version of the rubric which includes the same information as this stylized version.

“These next few slides will highlight each element of the rubric... the Domain, Dimension, Descriptors and Performance Levels.”

T-TESS Rubric


INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D

Domain

Not Yet Exemplary	Developing	Exemplary
<p>The Teacher</p> <ul style="list-style-type: none"> Applies known skills and methods to address diverse student needs. Consistently provides the quality of student participation and performance. Aligns practice, differentiated instruction methods, and content to meet the needs of the majority of the student who is being taught. Consistently provides student feedback or encouragement to address learning needs and to address needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies known skills and methods to address diverse student needs. Some uses methods to quality of student participation and performance. Some uses methods differentiated and aligned with student needs. Some uses practice, differentiated instruction methods, and content to meet the needs of the majority of the student who is being taught. Some provides student feedback or encouragement to address learning needs and to address needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-on-one or small group differentiated instruction. Some uses methods to quality of student participation and performance. Some provides differentiated instruction methods and content. Some uses practice, differentiated instruction methods, and content to meet the needs of the majority of the student who is being taught. Some provides student feedback or encouragement to address learning needs and to address needs of all students.

Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Classroom Observations
- Work Products
- Teacher Self-Reflection
- Student Self-Reflection
- Student or Teacher Feedback



T-TESS

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These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

“This section of the rubric is where we see the domain. In this case, it’s Instruction.”

T-TESS Rubric


INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Differentiation (Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D)

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>What the teacher does</p> <ul style="list-style-type: none"> Applies known skills to address multiple or individual student design. Teachers address a range of all students. Consistently provides the quality of student participation and performance. Aligns practice, differentiated instructional methods, and content to meet individual needs for the majority of the teacher who is being taught. Consistently provides student feedback or encouragement to address learning needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Makes known skills address individual needs of all students. Regularly evaluates the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Proactively addresses student capabilities or challenges by addressing learning needs to meet individual needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Makes known skills address individual needs of all students. Regularly evaluates the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Proactively addresses student capabilities or challenges by addressing learning needs to meet individual needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies known skills to address some student needs. Sometimes evaluates the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes addresses student capabilities or challenges by addressing learning needs to meet individual needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all instruction without meeting all differentiation. Does not evaluate the quality of student participation and performance. Does not provide differentiated instructional methods and content. Does not address student capabilities or challenges by addressing learning needs to meet individual needs to address learning needs of all students.



Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Classroom Observations
- Work Products
- Teacher Self-Reflection
- Student Self-Reflection



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These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

T-TESS Rubric



INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D

Differentiation

Distinction	Accomplished	Proficient	Developing	Improvement Needed
<p>What Constitutes</p> <p>The Teacher</p> <ul style="list-style-type: none">• Applies proven and innovative methods to address the needs of all students• Consistently modifies the quality of student experiences• Aligns practice, differentiated instruction methods, and content to meet the needs of all students• Consistently assesses student outcomes and adjusts practice accordingly	<p>The Teacher</p> <ul style="list-style-type: none">• Applies proven and innovative methods to address the needs of all students• Consistently modifies the quality of student experiences• Aligns practice, differentiated instruction methods, and content to meet the needs of all students• Consistently assesses student outcomes and adjusts practice accordingly	<p>The Teacher</p> <ul style="list-style-type: none">• Applies proven and innovative methods to address the needs of all students• Consistently modifies the quality of student experiences• Aligns practice, differentiated instruction methods, and content to meet the needs of all students• Consistently assesses student outcomes and adjusts practice accordingly	<p>The Teacher</p> <ul style="list-style-type: none">• Applies proven and innovative methods to address the needs of all students• Consistently modifies the quality of student experiences• Aligns practice, differentiated instruction methods, and content to meet the needs of all students• Consistently assesses student outcomes and adjusts practice accordingly	<p>The Teacher</p> <ul style="list-style-type: none">• Applies proven and innovative methods to address the needs of all students• Consistently modifies the quality of student experiences• Aligns practice, differentiated instruction methods, and content to meet the needs of all students• Consistently assesses student outcomes and adjusts practice accordingly

Possible Sources of Evidence:

- Instructional and Learning with the Data
- Student Work/Products
- Student Self-Reflection
- Student Work/Products
- Student Work/Products



T-TESS


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“This section outlines the Dimensions...In this case it’s Differentiation.”

T-TESS Rubric


INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Differentiation (Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D)

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>What the teacher does</p> <ul style="list-style-type: none"> Applies known skills to address multiple or individual student design. Teachers address a range of all students. Consistently provides the quality of student participation and performance. Aligns practice, differentiated instructional methods, and content to meet individual needs for the majority of the teacher who is being taught. Consistently provides student feedback or encouragement to address learning needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Makes known to address individual needs of all students. Regularly evaluates the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Regularly provides student feedback or encouragement to address learning needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Makes known to address individual needs of all students. Regularly evaluates the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet individual needs for the majority of the teacher who is being taught. Regularly provides student feedback or encouragement to address learning needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies known skills to address some student needs. Sometimes evaluates the quality of student participation and performance. Sometimes provides differentiated instructional methods and content to meet individual needs. Sometimes provides student feedback or encouragement to address learning needs of some students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all instruction without regard for differentiation. Does not evaluate the quality of student participation and performance. Does not provide differentiated instructional methods and content. Does not provide student feedback or encouragement to address learning needs of all students.



Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Student Observations
- Work Products
- Classroom Artifacts
- Student Self-Reflection
- Student or Teacher Feedback



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These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

T-TESS Rubric

INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
 (Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D)



Distinction	Accomplished	Proficient	Developing	Improvement Needed
<p>What Constitutes Evidence</p> <p>The Teacher</p> <ul style="list-style-type: none"> Applies proven skills to address specific student-based learning needs to meet or exceed all or most students. Consistently achieves or exceeds performance expectations. Aligns practice with instructional methods, resources and strategies to meet or exceed all or most students. Consistently presents evidence of student learning and growth in all or most areas of student learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies proven skills to address specific student-based learning needs to meet or exceed all or most students. Consistently achieves or exceeds performance expectations. Aligns practice with instructional methods, resources and strategies to meet or exceed all or most students. Consistently presents evidence of student learning and growth in all or most areas of student learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies proven skills to address specific student-based learning needs to meet or exceed all or most students. Consistently achieves or exceeds performance expectations. Aligns practice with instructional methods, resources and strategies to meet or exceed all or most students. Consistently presents evidence of student learning and growth in all or most areas of student learning. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies proven skills to address specific student-based learning needs to meet or exceed all or most students. Consistently achieves or exceeds performance expectations. Aligns practice with instructional methods, resources and strategies to meet or exceed all or most students. Consistently presents evidence of student learning and growth in all or most areas of student learning. 	<p>What Constitutes Evidence</p> <p>The Teacher</p> <ul style="list-style-type: none"> Applies proven skills to address specific student-based learning needs to meet or exceed all or most students. Consistently achieves or exceeds performance expectations. Aligns practice with instructional methods, resources and strategies to meet or exceed all or most students. Consistently presents evidence of student learning and growth in all or most areas of student learning.

Descriptors (pointing to the Proficient and Developing columns)

Descriptors (pointing to the Developing and Improvement Needed columns)

Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Classroom Observations
- Work Products
- Teacher Self-Reflection
- Student Self-Reflection
- Analysis of Student Data


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These sections provide the descriptors for each performance level of the Differentiation dimension.

T-TESS Rubric


INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
(Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 5A, 5C, 5D)

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>What the teacher does</p> <ul style="list-style-type: none"> Applies known skills to address multiple student needs through multiple methods to meet all of students' needs. Consistently provides the quality of student participation and performance. Aligns practice differentiated instructional methods and content to meet students' needs for the specific teacher who is being taught. Consistently provides student feedback or encouragement to address learning needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Makes known skills address individual needs of all students. Regularly evaluates the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet students' needs for the specific teacher who is being taught. Proactively addresses student needs or challenges by adjusting learning and/or content to meet needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Makes known skills address individual needs of all students. Regularly evaluates the quality of student participation and performance. Regularly provides differentiated instructional methods and content to meet students' needs for the specific teacher who is being taught. Proactively addresses student needs or challenges by adjusting learning and/or content to meet needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Applies known skills to address some student needs. Sometimes evaluates the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes adjusts when student learning needs are changed or differently assessed to meet learning needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one method of instruction without meeting all differentiation needs. Does not evaluate the quality of student participation and performance. Does not provide differentiated instructional methods and content. Does not adjust practice when student learning needs are changed or differently assessed to meet learning needs of all students.



Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Student Observations
- Work Products
- Classroom Artifacts
- Student Self-Reflection
- Student or Teacher Feedback



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These slides will highlight each element of the rubric (Domain, Indicator, Descriptors and Performance Levels) in slide show mode.

T-TESS Rubric

INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Standards Basis: 1C, 1F, 2A, 2D, 2C, 3C, 4A, 4A, 5C, 5D

Differentiation

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<ul style="list-style-type: none"> • The teacher consistently and effectively differentiates instruction to meet the needs of all students. • Consistently meets or exceeds performance expectations. • Always provides differentiated instruction and adjusts instruction to meet the needs of all students. • Consistently provides student feedback and opportunities for self-reflection and peer review. 	<ul style="list-style-type: none"> • The teacher consistently differentiates instruction to meet the needs of all students. • Meets or exceeds performance expectations. • Provides differentiated instruction to meet the needs of all students. • Consistently provides student feedback and opportunities for self-reflection and peer review. 	<ul style="list-style-type: none"> • The teacher differentiates instruction to meet the needs of all students. • Meets performance expectations. • Provides differentiated instruction to meet the needs of all students. • Provides student feedback and opportunities for self-reflection and peer review. 	<ul style="list-style-type: none"> • The teacher differentiates instruction to meet the needs of all students. • Does not consistently meet performance expectations. • Does not consistently provide differentiated instruction to meet the needs of all students. • Does not consistently provide student feedback and opportunities for self-reflection and peer review. 	<ul style="list-style-type: none"> • The teacher does not differentiate instruction to meet the needs of all students. • Does not meet performance expectations. • Does not provide differentiated instruction to meet the needs of all students. • Does not provide student feedback and opportunities for self-reflection and peer review.

Performance Levels

Possible Sources of Evidence:

- Interviews and Conversations with the Teacher
- Student Work/Products
- Classroom Observations
- Student Self-Reflection
- Student Peer-Review

T-TESS

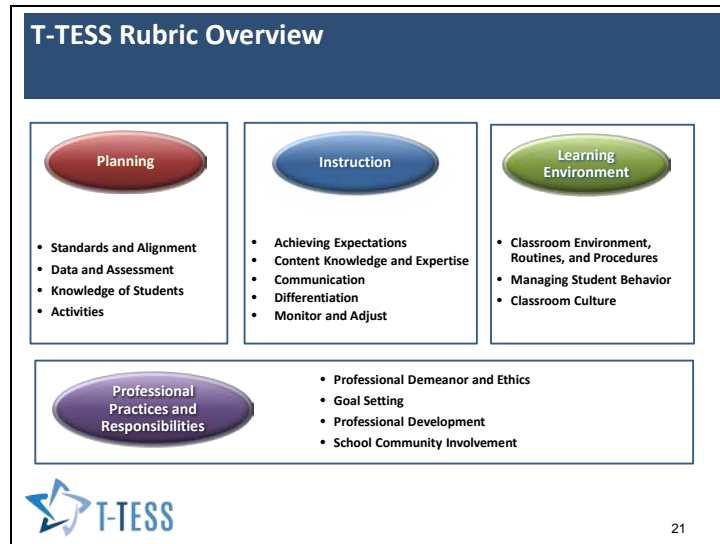
20

This slide shows the performance levels... Distinguished, Accomplished, Proficient, Developing and Improvement Needed.

Very Important...(Make sure teachers understand what is below.)

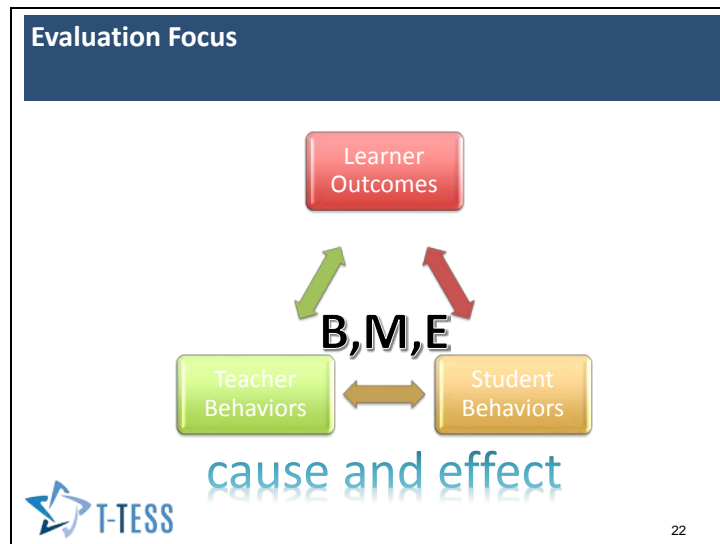
“When appraisers use the evidence to score a lesson, they will begin in the proficient column. This performance level – Proficient - signifies a ‘Rock Solid’ teacher. Let me say this again, Proficient is Rock Solid....

What does this mean? We will see a bell curve with T-TESS evaluations.... This is a culture shift in Texas. If teachers are Proficient and Rock Solid, then we will see a bell curve which indicates there are some that fall in the accomplished and distinguished levels and others that will be developing and improvement needed. This process is not about the person... it’s about how the lesson scores, using the evidence collected and the rubric descriptors for each dimension. What was ‘exceeds expectations’ in PDAS is now described in the ‘proficient’ level. Two additional performance levels, accomplished and distinguished, were added to allow for growth and aspiration.”



“As a reminder, this graphic shows us the how the T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions.”

Emphasize that for today, they will spend time primarily on the Instruction and Learning Environment Domains.



“Let’s talk briefly about the target for conducting T-TESS evaluations.”

Learner Outcomes: “When we talk about Learner Outcomes, we are referring to the TEKS or other standards (Pre-K Guidelines, ELPS, TA TEKS, etc.) As the appraiser in the classroom, I’m listening for the ‘Learner Outcomes’ or lesson objectives as the anchor for the appraisal. What are the outcomes? How are they communicated to students? What evidence is there to support that students understood the outcomes? These outcomes drive the entire evaluation.”

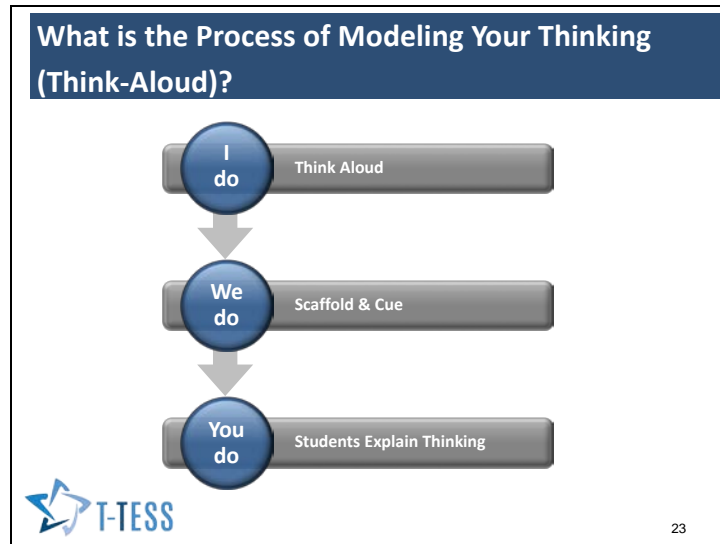
Teacher Behaviors: “Next, I’m collecting evidence regarding the teacher behaviors and how they are aligned to the learner outcomes. What is the teacher saying and doing that aligns with and supports the learning objectives? For example, how is the lesson structured and paced to facilitate student mastery towards the learner outcomes? How do questions, technology, etc., align with the learner outcomes?”

Student Behaviors: “I’m also collecting evidence regarding what they students say and do throughout the lesson using the learner outcomes as a filter for how students are ‘behaving’ and responding to instruction.”

There is a direct cause and effect relationship between what the teacher says and does and what the students say and do. Again, all linked to the learner outcomes.

Ultimately, I’m collecting evidence to support whether or not students are meeting the learner outcomes. As the appraiser, this means that I will need to know about other aspects of the lesson, including where the class is with the unit of study – just beginning the unit, middle of unit, end of unit, etc.”

B,M,E: All this evidence is captured at the beginning, middle and end of the lesson; thus observing the entire lesson is key.



Start time of 9:10 a.m.

Let participants know that this will be the guiding structure for learning throughout the training and that we will be modeling good teaching and practice whenever possible. Point out that the gradual release of responsibility is widely recognized as an important part of effective teaching. You will be modeling effective teaching throughout the training.

Participants will notice that the trainer will be gradually releasing responsibility to them. So, each activity will begin with a model by the trainer, followed by a paired or group table activity and then to independence through the “you do” individual portion. The first step is the “I do”. You will model for them your thought process while highlighting one standard area on the rubric.

Communication (Instruction Dimension 2.3)

Handout

INSTRUCTION DIMENSION 2.3
 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
 Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

Superlative (1D)	The Teacher	The Teacher	The Teacher	Sub-Optimal (4D)
<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate with one another and effectively control and manage the flow of communication with the teacher and his/her peers. The teacher is an expert in understanding and managing group work in order to highlight communication and ensure student effectiveness. Provides a classroom that encourages and models effective communication that is clear and concise and uses verbal and written communication to ensure that all students understand. Establishes a classroom culture that supports a variety of communication methods and ensures that all students understand the importance of the communication process. Self-reflects on his/her communication and makes adjustments to support student learning. Self-reflects on his/her communication and makes adjustments to support student learning. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate with one another and effectively control and manage the flow of communication with the teacher and his/her peers. Is an expert in understanding and managing group work in order to highlight communication and ensure student effectiveness. Provides a classroom that encourages and models effective communication that is clear and concise and uses verbal and written communication to ensure that all students understand. Establishes a classroom culture that supports a variety of communication methods and ensures that all students understand the importance of the communication process. Self-reflects on his/her communication and makes adjustments to support student learning. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate with one another and effectively control and manage the flow of communication with the teacher and his/her peers. Is an expert in understanding and managing group work in order to highlight communication and ensure student effectiveness. Provides a classroom that encourages and models effective communication that is clear and concise and uses verbal and written communication to ensure that all students understand. Establishes a classroom culture that supports a variety of communication methods and ensures that all students understand the importance of the communication process. Self-reflects on his/her communication and makes adjustments to support student learning. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate with one another and effectively control and manage the flow of communication with the teacher and his/her peers. Is an expert in understanding and managing group work in order to highlight communication and ensure student effectiveness. Provides a classroom that encourages and models effective communication that is clear and concise and uses verbal and written communication to ensure that all students understand. Establishes a classroom culture that supports a variety of communication methods and ensures that all students understand the importance of the communication process. Self-reflects on his/her communication and makes adjustments to support student learning. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate with one another and effectively control and manage the flow of communication with the teacher and his/her peers. Is an expert in understanding and managing group work in order to highlight communication and ensure student effectiveness. Provides a classroom that encourages and models effective communication that is clear and concise and uses verbal and written communication to ensure that all students understand. Establishes a classroom culture that supports a variety of communication methods and ensures that all students understand the importance of the communication process. Self-reflects on his/her communication and makes adjustments to support student learning.

Relevant Standards of Evidence:

- Communication and Collaboration
- Communication and Collaboration
- Communication and Collaboration
- Communication and Collaboration

Start time of 9:12 a.m.

Trainer will model how to highlight the Communication dimension and descriptors before participants highlight their rubrics. See [Trainer Handout #1](#).

Start with the summary statement at the top of the rubric (The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort). Share which words you would highlight as key terms in the rubric.

Move to the ‘Rock Solid’ – Proficient Column – to highlight key words in the first descriptor, since this is where we begin scoring the lesson. Scan and compare the Accomplished and Distinguished descriptors to the left as you think out loud, followed by the Developing and Improvement Needed descriptors to the right, to show how the continuum changes across performance levels for the first descriptor.

Move to the Proficient level again with the second descriptor to highlight the key words and think out loud regarding what this descriptor looks like in practice. Review performance levels to the left and right, noting how they change.


Follow the same process with the remainder of the rubric, while teachers take notes on their rubric.

When finished, indicated that you just modeled the ‘I do’... And will now move to the ‘We do’...

Rubric ActivityHandout

Directions:

- Trainer just modeled metacognition for Communication.
- Each group will use the same process to deconstruct the rubric for the following dimensions:
 - Standards and Alignment (1.1)
 - Content Knowledge and Expertise (2.2)
 - Classroom Environment, Routines and Procedures (3.2)
- You will have **5 minutes per dimension**.

25

Start time of 9:25 a.m.

Note: See below and in trainer manual. Set the timer in three, five-minute increments to pace the group with each dimension.


Teachers will read and highlight the dimension description on the left, move to the proficient column to read and highlight the first descriptor, make notes to define what this descriptor looks and sounds like in practice, then compare that descriptor across performance levels to determine how it changes. They will go back to the proficient column to look at the second descriptor and repeat the process for the entire dimension.

“We will now move to the ‘We do’... each table will be assigned three dimensions to highlight the key terms in the dimension (summary paragraph at the top) and the descriptors. Are there questions about the process at this point?”

To debrief the activity, remind the staff that it will be necessary to deconstruct the T-TESS rubric over time to ensure that everyone is interpreting and applying the rubric in the same manner.

Collective Evidence is Essential

- **Detailed Collection of Evidence:**
 - *Unbiased* notes of what occurs during a classroom lesson.
 - Capture:
 - what the teacher says
 - what the teacher does
 - what the students say
 - what the students do
 - Copy wording from visuals used during the lesson.
 - Record time segments of lesson.
 - The collection of detailed evidence is **ESSENTIAL** for the observation process to be implemented accurately, fairly, and for the intended purpose of the process.



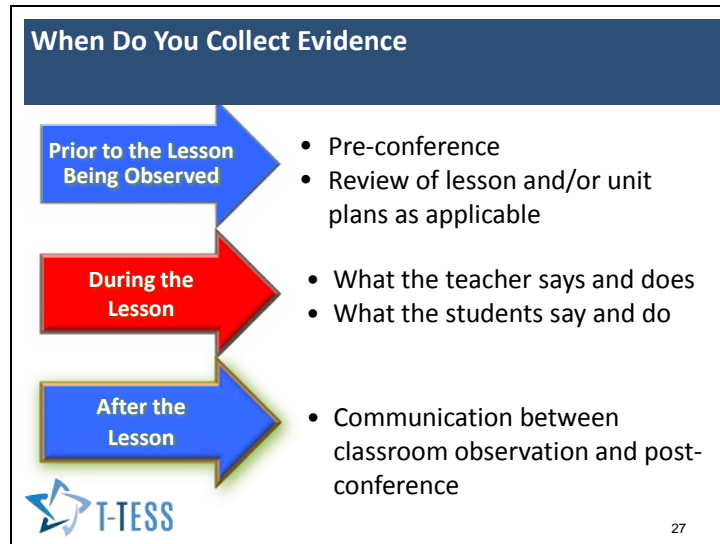
26

Start time of 9:40 a.m.

“Collecting evidence is a critical part of the T-TESS process. Capturing what teachers say and do and what students say and do is essential to linking the evidence to the rubric descriptors and performance levels and accurately rate each dimension.”

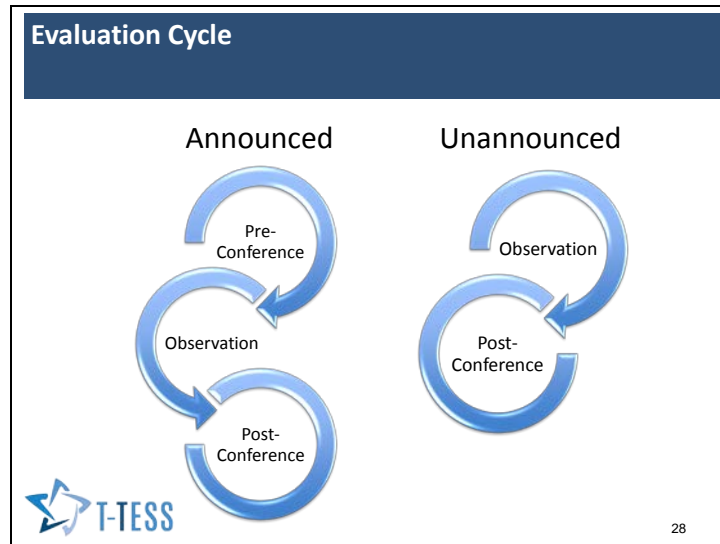
“Evidence may be used for different aspects of the rubric which shows the connectivity and holistic nature of the model.”

“You will continue to hear us say,... and ‘Now let’s see how the lesson scored, based on the evidence and the rubric...!’”



“There are three (3) different points during the evaluation process to collect evidence: Prior to the lesson, during the lesson, and after the lesson. While during the lesson is perhaps the MOST important time to collect evidence, it is not the only time. Before an announced observation there should be a pre-conference, and a review of materials, e.g., lesson plan, handouts, etc., and after all evaluations there should be a post-conference. The post-conference follows a very specific format.”


Review the slide points.




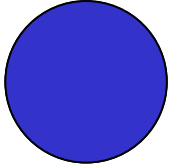
Start time of 10:50 a.m.

“This slide shows us the key aspects of announced versus unannounced evaluations. Before an announced evaluation there should be a pre-conference, and a review of materials, and after all evaluations there should be a post-conference. Evidence is collected at all points.”

10 Minute Break



10:00



29

Start time of 9:50 a.m.

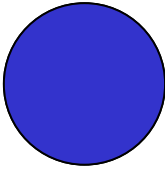
In slide show mode, you will need to click on the inside of the circle and the timer will begin. The timer will begin filling in the beige part with blue once the timer begins.


T-TESS: Evidence-Based Process

What do you view as the purpose for a pre-conference?

What are the benefits for you, the teacher?

3:00



30

Start time of 10:00 a.m.

“Let’s think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:

What do you view as the purpose for a pre-conference? ... and... What are the benefits for you, the teacher?”

Be prepared to share your responses.”


The purpose of the pre-conference may include responses such as:

- *to clarify the lesson from both perspectives (administrator and teacher)*
- *to provide the teacher time to share his/her planning and lesson design process*
- *to provide the administrator an opportunity to clarify what he/she might see/hear during the observation*
- *to help the teacher think through the lesson*
- *etc.*

Highlight the benefits that support the purpose and intent for T-TESS which include teacher and student growth and success.

Purpose of the Pre-Conferences

- To provide the teacher with an opportunity to share his/her thought process in developing the lesson/plan and provide additional details about the upcoming observation.
- To clarify expectations for teacher and student performance.
- To provide the appraiser with information about the lesson observation and criteria that may not be directly observable.

31

“Let’s think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:

What do you view as the purpose for a pre-conference? ... and... What are the benefits for you, the teacher?”

Be prepared to share your responses.”


The purpose of the pre-conference may include responses such as:


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- *to provide the teacher time to share his/her planning and lesson design process*
- *to provide the administrator an opportunity to clarify what he/she might see/hear during the observation*
- *to help the teacher think through the lesson*
- *etc.*

Highlight the benefits that support the purpose and intent for T-TESS which include teacher and student growth and success.

View a Lesson

- We will now watch a lesson.
- Assume you are the appraiser.
- What is your task as an appraiser during the lesson?



 32


Start time of 10:06 a.m.

The teachers will view a lesson and script. Remind them that they will need the evidence to score the lesson; therefore, their task is to script. See next slide for teacher guidance on what to script.

Scripting the Lesson Reminders

What does the teacher say?
What does the teacher do?
What do the students say?
What do the students do?

- Copy wording from visuals used during the lesson.
- Record time segments of lesson.

 33

Start time of 10:08 a.m.

Share this slide as a reminder. Let them know that there is no right or wrong way to script. They are to capture as much as possible of the key points in the lesson that will provide evidence for the descriptors.

Slide 34

View High School English Honors Lesson Video



The screenshot shows a video player interface. At the top, it says "NIET NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING". Below that, there is a play button icon and the text "12th Grade Honors English 41:06". At the bottom of the video player, it says "12th Grade -- 56a. Honors English (Making Inferences) Lesson Video".


 34

Start time of 10:10 a.m.

Teachers view the lesson and script...

Observation of Classroom Instruction

- Reflect on the lesson you just viewed and the evidence you collected.
- Based on the evidence, do you view this teacher's instruction '**Proficient**', '**Above proficient**', or '**Below proficient**' ?
- A thumbs up is above proficient, a thumbs down is below proficient, and in the middle is proficient.

35


Have teachers provide a holistic rating for the lesson (with their eyes closed) using a thumbs up, down, or in the middle signal as noted in the third bullet.

Categorizing Evidence (We do)

Using the template provided, we will categorize evidence for:

- Achieving Expectations (2.1)
- Content Knowledge and Expertise (2.2)
- Differentiation (2.4)
- Monitor and Adjust (2.5)
- Classroom Environment, Routines and Procedures (3.2)

- First, categorize your evidence as a table group.
- Then, based on the evidence and the rubric, assign ratings to the dimension.
- You will have 10 minutes to complete the activity.

36

Start time of 11:05 a.m.

Materials: Teachers' scripted notes, rubric dimensions, Teacher Handout #2.


Teachers will now use their scripted notes (evidence) and categorize this evidence according to the rubric. See Teacher Handout #2.


Assign one dimension per table, repeating, as necessary, based on the number of tables. Each table group will only be assigned one dimension. Ideally there are two tables per dimension to compare and calibrate ratings.

Remind teachers that they are looking at their specific dimension in the rubric, and beginning at the Proficient level to collect and document their evidence. Their evidence should be specific and clearly connected to the descriptors.

Whole Group Debrief

- We will debrief the evidence as a whole group.



 37

Start time of 11:20 a.m.

Trainers should make sure they are familiar with the evidence and ratings and should be prepared to defend the evidence/ratings. Trainers should refer to the national raters as the T-TESS raters.

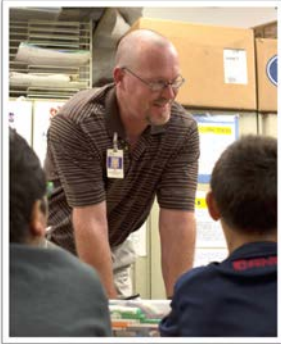
“We will debrief one dimension at a time. Each table group will share one or two strong pieces of evidence and the rating assigned, based on the evidence and the rubric. As you hear the evidence from other dimensions, take notes on your handout (Teacher Handout #2).”


After debriefing each dimension, share the T-TESS rater scores with the group. (Trainer Handout #2 - Lesson Evidence and Ratings sheet.)

Post-Conference Round Table

As a classroom teacher, what do you want from a post-conference?

Using your talking chips/clips, each participant will share two things a classroom teacher should want from a post conference



 38

Start time of 11:45 a.m.

(Use chips or paper clips for this activity.)

Possible answers:

- *To provide verbal feedback to the observed teacher based on evidence from the lesson*
- *Create an opportunity to coach the teacher in an area of reinforcement (strength) and area of refinement (need)*

Post-Conference Round Table

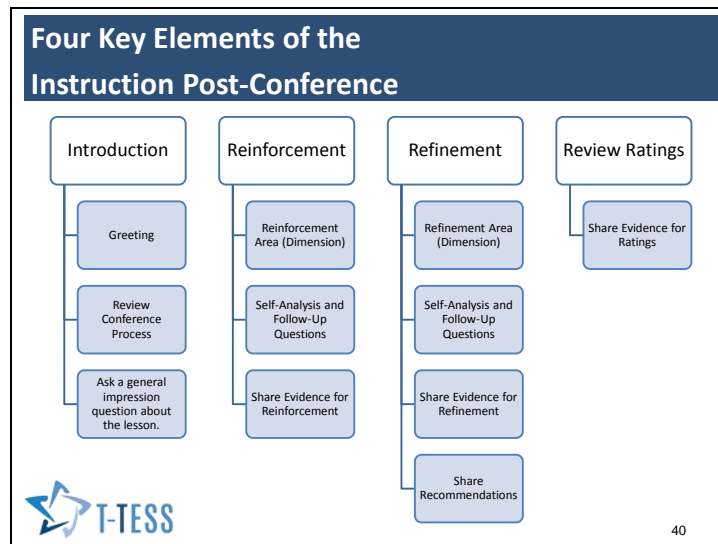
As a classroom teacher, what do you **NOT** want from a post-conference?

Using your talking chips/clips, each participant will share two things a classroom teacher should not want from a post conference.



 39

*Create a poster with two columns: **Want** and **Don't Want**.
Debrief by asking participants to share their 'wants' and 'don't want' responses without repeating what has been shared.*



Introduce participants to the post-conference format.

“This slide provides the Four Key Elements to the Instructional Post-Conference, which follows the lesson. (Review the chart.)”


Ask participants why we would wait until the end of the post-conference to share ratings and evidence. The responses from the participants to this question should be about how they want to encourage reflection; sharing ratings at the beginning of the conference will distract from the purpose of professional growth and reflection on the lesson observation.

In order for teachers to understand the structure, it may be beneficial to show them the post-conference video (available in the full-day version of the training) during a subsequent staff meeting and prior to formal observations.

Objectives:

The teachers will:

- become familiar with the T-TESS process;
- begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
- understand that the T-TESS process is based on best practices and an ongoing system of feedback and support.




41

Review objectives with the participants.

“Let’s review our objectives to make sure we are on target.”

T-TESS Thoughts...

- ✓ "Great teaching is at the core of every quality education system."
- ✓ "Research shows that there is no greater in-school factor than having an outstanding education in the classroom."
- ✓ T-TESS was developed by educators for educators.
- ✓ T-TESS is aligned to research-based, best practices for teaching and learning.
- ✓ The T-TESS Rubric aligns directly with the new Texas Teacher Standards.
- ✓ The T-TESS process provides for actionable, timely feedback, allowing teachers set goals and identify professional development that will lead to refinement in knowledge and skills.




42

(Review the slide to pull key points together.)

Remind participants of the expectations and that we are still moving along the continuum of procedural to conceptual. The next slide will give them a chance to debrief the learning so far.

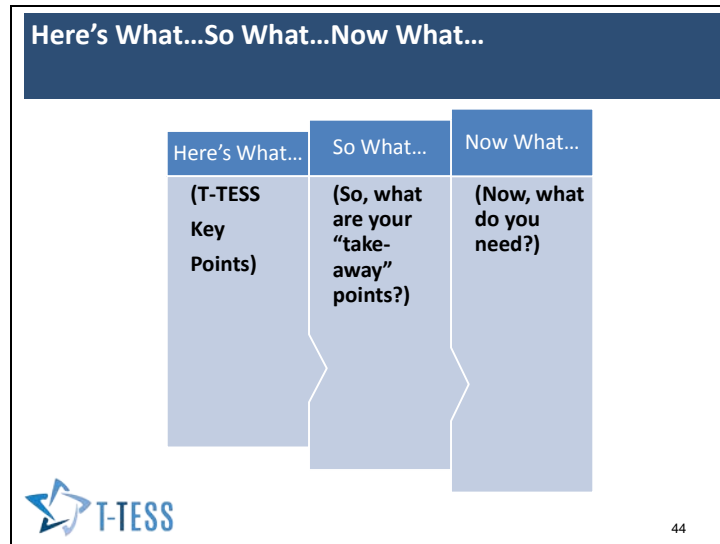
T-TESS Thoughts...

- ✓ The 'Proficient' performance level is representative of a 'Rock Solid' teacher.
- ✓ There will be some necessary culture shifts to establish a new mind set for the relationship with appraisals and supporting teachers.
- ✓ Everyone in the school community is a public learner.
- ✓ The ultimate outcome is improved student achievement.



43

(Review the slide to pull key points together.)



Start time of 12:15 p.m.

Remind participants of the expectations and that we are still moving along the continuum of procedural to conceptual knowledge. This slide will give them a chance to debrief their learnings and professional needs thus far.

*Have them complete **Teacher Handout #3** and leave their copies for next steps and follow-up.*

Thanks for Your Participation!

For more resources please visit
our website:

TeachforTexas.org



45

“Thank you...”

Connect to your district/school goals and outcomes for student achievement...